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Research Article

Least Mastered Competencies of Grade 11 Students in Oral Communication: Basis for Development and Evaluation of Contextualized E-Learning

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ABSTRACT

This study aimed to develop based on the students' least mastered competencies for the academic year 2021–2022, this study sought to develop and evaluate contextualized e-learning enhancement activities in Oral Communication in Context for Grade 11 Senior High School of San Isidro National High School District I-C in the City Division of Antipolo. Descriptive research was the method of inquiry used in this study. The study involves the evaluation of the created contextualized E-learning enhancement activities in Oral Communication in Context for Grade 11 among students, teachers, and experts. To assess the suitability of the created learning materials in terms of appropriateness, authenticity, and clarity, the researcher created a tool in the form of a questionnaire that was evaluated by a panel of experts in the field of English.

Keywords: *Contextualized, e-Learning materials, Oral Communication, Least Mastered Competencies*

Introduction

Education must work with students to strengthen their foundational skills and increase their capacity for transferring skills from one context to another, critical thinking, and the continuous acquisition of new knowledge and skills if it is to effectively meet the needs of a society that is constantly changing. To "meet their learners where they are," educators must take into account both the students' past and present experiences as well as their objectives for the future. This procedure is what we referred to as contextualization, which also denotes the educational process of connecting the curriculum to a certain

environment, circumstance, or field of application in order to make the competences applicable, significant, and helpful to all learners. In keeping with this, the K-12 program's key component.

Teachers ensure that students are more involved in their learning and can access required content by contextualizing instruction (What is Contextualization, 2019).

Since the Department of Education's goal is to improve the quality of education in the country, the curriculum is "constantly being revised" and "learning resources are constantly being developed." As a result, contextualization has emerged as a potential theory or strategy

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for achieving the goal of quality education and scientific literacy. Contextualization makes learning more meaningful, relevant, and engaging by instilling in students' new skills, knowledge, abilities, and attitudes when introducing new subject matter.

Similarly, DepEd Order No. 21 s. 2019 Policy Guidelines on K-12 Basic Education Program Annex 5 VII-B 18b states, "that curriculum contextualization and the implementation of the various programs of the K to 12 curriculums actualize inclusion and continue to promote quality and equity in developing the learners' competencies through quality differentiated instruction particularly through contextualization of the curriculum and learning materials at the school level."

This is why the researcher felt compelled to develop contextualized E-learning materials in order to truly promote quality education by developing learners' competencies, particularly in Oral Communication in Context, where learners fell short of mastery. Since the beginning of the full implementation of the K-12 programs, there have been topics in Oral Communication in Context where students have consistently failed to meet the 75% criterion. The diagnostic test results revealed that the same topics were found to be difficult for the learners at each class opening. This could be attributed to the materials used by teachers in the

development of test questions, as most teachers simply search the internet for the materials they need.

Methods

The descriptive method of research was employed in this study. McCombs (2019) defines descriptive research as "the accurate and systematic description of a population, situation, or phenomenon." It can answer the questions what, when, where, when, and how, but not why. When the goal of the research is to identify characteristics, frequencies, trends, correlations, and categories, descriptive research is an excellent choice.

Furthermore, according to Shuttleworth (2020), descriptive research can employ both qualitative and quantitative research methods. To ensure that the results are valid and reliable, the research design should be carefully developed. Because the study attempted to develop and evaluate contextualized e-learning materials, descriptive research was used.

The study participants who served as evaluators of the developed E-learning materials in Oral Communication in Context were the 25 English teachers, 25 English language experts from the City Schools of Division of Antipolo, and the 50 Grade 11 students from San Isidro National High School.

Results and Discussion

Table 1. Least Mastered Competencies in Grade 11 Oral Communication in Context Based on the First and Second Quarter Tests

	First Quarter	Frequency	Rank
1.	Differentiating the various models of communication.	36.04	2
2.	Explaining the nature and process of communication.	43.65	3
3.	Demonstrating sensitivity to socio-cultural dimension of communication situation with focus on culture, gender, age, social, status, religion.	46.32	5
4.	Distinguishing the unique feature(s) of one communication process from the other	48.55	6
5.	Exhibiting appropriate verbal and non-verbal behaviour in a given speech context.	48.86	8
6.	Discussing the function of communication.	49.78	9
	Second Quarter		
7.	Identifying the social situations in which each speech style is appropriate.	34.60	1

Second Quarter		Frequency	Rank
8.	Responding appropriately and effectively to a speech act.	44.91	4
9.	Responding appropriately and effectively to a speech act.	48.70	7
10.	Distinguishing types of speech styles	49.87	10

Table 1 shows the least mastered Grade 11 Oral Communication in Context competencies on the First and Second Quarter Tests, which were used to develop Contextualized E-Learning Materials.

There were six, as shown in Table 1: Competencies were least mastered in the first quarter. These competencies included distinguishing between various communication models, explaining the nature and process of communication, demonstrating sensitivity to the socio-cultural dimension of communication situations with a focus on culture, gender, age, social status, and religion, and distinguishing the unique feature(s) of one communication process from another: other, as well as discussing the role of

communication. In the second quarter oral communication in context exam,

Four learning competencies were the least well-mastered. These were: recognizing social situations in which each speech style is appropriate, responding appropriately and effectively to a speech act, distinguishing types of speech according to purpose, and distinguishing types of speech styles. All these ten competencies got lower than 50% mastery level. These are the competencies which would be the basis of the researcher in selecting the competencies to be developed. They are the least mastered competencies which will be developed into contextualized E-Learning materials for Oral Communication in Context.

Table 2. Respondents' Evaluations on the Developed Contextualized E-Learning Materials in Oral Communication in Context in Terms of Appropriateness

A. Appropriateness	Respondents					
	Students		Teachers		Experts	
	WM	VI	WM	VI	WM	VI
1. The Getting Aboard phase includes the learning competencies prescribed by the K to 12 curriculums.	4.27	A	4.27	A	4.40	A
2. The Breaking In phase fits the needs of the students.	4.35	A	4.27	A	4.33	A
3. The Across Meaning suits the interest of the students.	4.33	A	4.20	A	4.27	A
4. The Ready on Stage meets the comprehension Level of the students.	4.24	A	4.33	A	4.13	A
5. The Good Job Phase provides relevant real-life situations.	4.36	A	4.27	A	4.33	A
6. The Fast Break Phase has meaningful tasks and Tasks that are suited to the learners, capability.	4.42	A	4.20	A	4.40	A
7. The Going Beyond Phase discovers new learning by their own.	4.31	A	4.20	A	4.27	A
Overall Weighted Mean	4.32	A	4.25	A	4.30	A
Standard Deviation	0.47		0.57		0.57	

It can be viewed from table 2 that the contextualized E-learning materials in Oral Communication in Context are appropriate, as

evidenced by the overall weighted mean ratings of 4.32, 4.25, and 4.30, respectively.

According to the data, the developed activity has appropriate and congruent tasks that are appropriate for the learner's capability. The

Fast Break Phase, in particular, received the highest weighted mean ratings of 4.42 from students and 4.40 from English experts.

Table 3 Respondents' Evaluations on the Developed Contextualized E-Learning Materials in Oral Communication in Context in Terms of Authenticity

B. Authenticity	Respondents					
	Students		Teachers		Experts	
	WM	VI	WM	VI	WM	VI
1. The Getting Aboard phase makes the learners feel that they are learning the language as it is used outside the classroom.	4.29	A	4.27	A	4.13	A
2. The Breaking In helps students apply knowledge, skills and activities in real life situations.	4.40	A	4.27	A	4.33	A
3. The Across Meaning involves language naturally occurring in contexts of use.	4.25	A	4.13	A	4.27	A
4. The Ready on Stage promotes actual real-life connections to the students.	4.36	A	4.13	A	4.40	A
5. The Good Job tasks are outcome oriented or real-life connections to the students.	4.38	A	4.20	A	4.27	A
6. The Fast Break allows the learners to participate in real-life situations.	4.20	A	4.27	A	4.33	A
7. The Going Beyond relevant societal issues and situations are being related to the activities, making these purposeful and relevant.	4.24	A	4.13	A	4.33	A
Overall Weighted Mean	4.30	A	4.20	A	4.30	A
Standard Deviation	.48		0.65		0.50	

Table 3 shows the computed mean on the evaluation of three groups of respondents on the Developed Contextualized E-Learning Materials in Oral Communication in Context about authenticity. It is one of the criteria used in evaluating the developed contextualized E-learning materials in Oral Communication in Context which includes natural realistic communication activities.

The data exhibited in Table 3 revealed that the students, English teachers, and English experts' respondents Agree (A) that the developed contextualized E-learning Materials in Oral Communication in Context is authentic with an overall weighted mean rating of 4.32, 4.25 and 4.30, respectively.

It means that the developed contextualized E-learning materials in Oral Communication in Context provides authentic activities that are engaging for the students and make the learning process even more engaging, imaginative and motivating for learners which will also be useful to elicit genuine responses from learners. It can also be deduced from the evaluation of the two groups of respondents that the developed contextualized E-learning materials in Oral Communication in Context provide the learners better engagement and participation since the developed learning material give the learners chance to apply their knowledge in real life scenarios and help students bridge the gap between the classroom and the outside world.

Table 4 Respondents' Evaluations on the Developed Contextualized E-Learning Materials in Oral Communication in Context in Terms of Clarity

C. Clarity	Respondents					
	Students		Teachers		Experts	
	WM	VI	WM	VI	WM	VI
1. The Getting Aboard gives clear directions to the students.	4.25	A	4.27	A	4.33	A
2. The Breaking In uses simple and concise terms.	4.42	A	4.20	A	4.33	A
3. The Across Meaning provides activities which are presented in clear language.	4.25	A	4.27	A	4.40	A
4. The Ready on Stage uses graphic organizers, graphs, concept maps and mind maps which are clearly presented.	4.40	A	4.33	A	4.47	A
5. The Good Job presents information familiar to the learners.	4.38	A	4.33	A	4.27	A
6. The Fast Break is logically presented in concise, clear and simple language.	4.29	A	4.33	A	4.40	A
7. The Going Beyond directs the learners' Understanding of the lessons.	4.25	A	4.40	A	4.40	A
Overall Weighted Mean	4.32	A	4.30	A	4.37	A
Standard Deviation	0.47		0.66		0.41	

According to the data in Table 4, students, English teachers, and English expert respondents all agree that the developed contextualized E-learning materials in Oral Communication in Context are clear and easy to understand, with overall weighted mean ratings of 4.32, 4.30, and 4.37, respectively, all of which are verbally interpreted as Agree (A).

It implies that the E-learning material created is clear and concise. It also means that because the lessons are presented in simple language, the students will be able to understand them easily.

Comprehensibility. Table 5 displays the computed mean of three groups of

respondents' evaluations of comprehensibility in the Developed Contextualized E-Learning Materials in Oral Communication in Context. It is the extent to which the learner could easily understand the contents of the developed E-learning modules.

Comprehensibility. Table 5 shows the computed mean on the evaluation of three groups of respondents on the Developed Contextualized E-Learning Materials in Oral Communication in Context about comprehensibility. It is the degree of which the learner could easily understand the contents of the developed E-learning modules.

Table 5 Respondents' Evaluations on the Developed Contextualized E-Learning Materials in Oral Communication in Context in Terms of Comprehensibility

D. Comprehensibility	Respondents					
	Students		Teachers		Experts	
	WM	VI	WM	VI	WM	VI
1. The Getting Aboard helps the students understand the topic.	4.29	A	4.40	A	4.27	A
2. The Breaking In increases students' ability to visualize the situation in the topic.	4.38	A	4.33	A	4.20	A

D. Comprehensibility	Respondents					
	Students		Teachers		Experts	
	WM	VI	WM	VI	WM	VI
3. The Across Meaning uses graphic organizers, graphs, concepts maps and mind maps which are easy to understand.	4.24	A	4.20	A	4.40	A
4. The ready on Stage provides feedbacks that are easily understood.	4.24	A	4.27	A	4.33	A
5. The Good Job gives activities that facilitate better understanding of the topic.	4.33	A	4.20	A	4.27	A
6. The Fast Break includes the application of the concept in simple and understandable language	4.20	A	4.27	A	4.27	A
7. The Going Beyond manifests concepts which entails them to use other resources outside the classroom.	4.25	A	4.27	A	4.40	A
Overall Weighted Mean	4.28	A	4.28	A	4.30	A
Standard Deviation	0.51		0.65		0.41	

Table 5 shows the computed mean on the evaluation of three groups of respondents on the Developed Contextualized E-Learning Materials in Oral Communication in Context about comprehensibility. It is the easy accessibility with which the learner comprehended the contents of the developed e-learning modules.

Table 5 shows the assessment of the three groups of respondents on the developed contextualized E-learning materials in Oral Communication in Context in terms of Comprehensibility. As shown in Table 5, the learners, the experts and teachers evaluated the contextualized E-learning materials in Oral

Communication in Context with an overall weighted mean rating of 4.28 from both the

learner and expert respondents and with 4.30 from the teacher, all verbally interpreted as Agree (A).

It means that the three groups of respondents had unequivocally similar evaluation that the created contextualized E-learning materials in Oral Communication is easy to understand.

It also signifies that the developed materials have the potential to be used for the instruction in Oral Communication in Context as it offered engaging literary selections and activities that would help students understand the concepts.

Table 6 Respondents' Evaluations on the Developed Contextualized E-Learning Materials in Oral Communication in Context in Terms of Usefulness

E. Usefulness	Respondents					
	Students		Teachers		Experts	
	WM	VI	WM	VI	WM	VI
1. The Getting Aboard motivates the students to learn	4.27	A	4.40	A	4.47	A
2. The Breaking In provides relevant questions to activate students' prior knowledge.	4.45	A	4.40	A	4.33	A
3. The Across Meaning leads the learners to form direct links/ relations between the competencies to be learned and real-life applications.	4.35	A	4.27	A	4.40	A

E. Usefulness	Respondents					
	Students		Teachers		Experts	
	WM	VI	WM	VI	WM	VI
4. The Ready on Stage offers meaningful and activities to help students master the competencies.	4.31	A	4.33	A	4.27	A
5. The Good Job helps the learners achieve the competencies needed.	4.29	A	4.47	A	4.33	A
6. The Fast Break helps properly and easily utilize the lessons and concepts in performing the activities.	4.25	A	4.33	A	4.40	A
7. The Going Beyond enhances the learners' skills and abilities that can be applied in real life situations.	4.40	A	4.00	A	4.47	A
Overall Weighted Mean	4.33	A	4.31	A	4.38	A
Standard Deviation	0.30		0.42		0.17	

Table 6 the computed mean of the three groups of respondents' evaluations of the Developed Contextualized E-Learning Materials in Oral Communication in Context in terms of usefulness is presented. The term refers to the extent to which the Oral Communication in Context E-learning materials can be used satisfactorily by both teachers and students. According to the overall weighted means of 4.33,

4.31, and 4.38, students, English teachers, and English Expert respondents agree (A) that the developed contextualized E-learning materials in Oral Communication in Context are useful. It denotes that developed contextualized E-learning materials in Oral Communication in Context are user-friendly and provide learners with relevant questions, concepts, tasks, and activities.

Table 7. Respondents' Evaluations on the Developed Contextualized E-Learning Materials in Oral Communication in Context in Terms of Technical Quality

F. Technical Quality	Respondents					
	Students		Teachers		Experts	
	WM	VI	WM	VI	WM	VI
1. The Getting Aboard phase screen displays (text) are uncluttered, easy to read, and aesthetically pleasing.	4.38	A	4.13	A	4.27	A
2. The Breaking In phase visual presentations (non-text) are clear and easy to interpret.	4.15	A	4.20	A	4.40	A
3. The Across Meaning phase visuals sustain interest and do not distract the user's attention.	4.20	A	4.27	A	4.27	A
4. The Ready On-Stage phase visuals provide accurate presentation of the concept discussed.	4.33	A	4.40	A	4.33	A
5. The Good Job phase allows the target user to navigate freely through materials.	4.20	A	4.33	A	4.40	A
6. The Fast Break phase promotes tasks or activities that increase awareness of the lesson.	4.33	A	4.40	A	4.33	A
7. The Going Beyond phase can easily and independently be used.	4.05	A	4.20	A	4.33	A
Overall Weighted Mean	4.23	A	4.28	A	4.33	A
Standard Deviation	0.58		0.64		0.45	

As reflected in Table 7, the students, English teachers, and English experts evaluated the developed contextualized E-learning materials in Oral Communication in Context in terms of technical quality as Agree (A) as proven by the overall weighted mean ratings of 4.23, 4.28 and 4.33, respectively.

This simply means that, in terms of technical quality, the developed contextualized E-

learning materials in Oral Communication in Context is well-structured and can capture the interest of the target learners.

Table 8 shows the summary of respondents' evaluations on the developed Contextualized E-Learning Enhancement Materials in Oral Communication in Context.

Table 8. Summary of Respondents' Evaluations on the Developed Contextualized E-Learning Materials in Oral Communication in Context

Criteria	Respondents	Students		Teachers		Experts	
		OWM	VI	OWM	VI	OWM	VI
a.	Appropriateness	4.32	A	4.25	A	4.30	A
b.	Authenticity	4.30	A	4.20	A	4.30	A
c.	Clarity	4.32	A	4.30	A	4.37	A
d.	Comprehensibility	4.28	A	4.28	A	4.30	A
e.	Usefulness	4.33	A	4.31	A	4.38	A
f.	Technical Quality	4.23	A	4.28	A	4.33	A
Grand Weighted Mean		4.30	A	4.27	A	4.33	A

Note: OWM – Overall Weighted Mean

The data provided in Table 8 exhibited that the three groups of respondents are in accord with their evaluation of the developed contextualized E-learning materials in Oral Communication in Context as shown in weighted mean ratings of 4.30, 4.27 and 4.33, verbally interpreted as Agree (A).

The presented data imply that the developed contextualized E-learning materials in Oral Communication in Context is useful since it obtained the highest weighted mean ratings

of 4.33 from the students, 4.31 from the English teachers and 4.38 from English Experts. It also implies that it can be an effective learning material since majority of the learners nowadays are technologically savvy and preferred learning using technology.

It can also be inferred that the developed activities in Oral Communication in Context is authentic, comprehensible, clear, useful, and appropriate. Furthermore, it is implied that the technical quality is also acceptable.

Table 9. Analysis of Variance of Respondents' Evaluations on the Developed Contextualized E-Learning Enhancement Materials in Oral Communication in Context as to Appropriateness

Source of Variation	SS	df	MS	Fcomputed	Fcritical Value	Decision	Interpretation
Between Groups	0.07	2	0.04	0.14	3.11	Fail to Reject	Not Significant
Within	21.26	82	0.26	0.14	3.11	H0	Not Significant

Table 9 shows the variance analysis of respondents' evaluations on the developed contextualized e-learning materials in Oral Communication in Context as to Appropriateness.

The computed F value of 0.14 is less than the critical F value of 3.11 with 2 and 82 degrees of freedom, as shown in Table 9 at the 5% level of significance. This means that there are no significant differences in the evaluations of

the three groups of respondents on the developed contextualized e-learning materials in Oral Communication in Context in terms of appropriateness.

This implies that the three groups of respondents have the same opinion about the

developed contextualized E-learning materials in Oral Communication in Context. It also implies that the contextualized E-learning materials created for Oral Communication in Context can be used in Oral Communication classes.

Table 10. Analysis of Variance of Respondents' Evaluations on the Developed Contextualized E-Learning Enhancement Materials in Oral Communication in Context as to Authenticity

Source of Variation	SS	df	MS	Fcomputed	Fcritical Value	Decision	Interpretation
Between Groups	0.13	2	0.06	0.24	3.11	Fail to Reject	Not Significant
Within Groups	21.85	82	0.27	0.14	3.11	H0	Not Significant

Table 10 shows the analysis of variance of respondents' evaluations on the developed contextualized e-learning materials in Oral Communication in Context as to Authenticity.

As shown in Table 10, the calculated F value of 0.24 is less than the critical F value of 3.11. At the 5% level of significance, this means that the null hypothesis cannot be rejected. This simply means that there are no significant differences in terms of authenticity between the three groups of respondents' evaluations of the

developed contextualized E-learning enhancement activities in Oral Communication in Context.

This implies that all three groups are correct evaluation on the developed contextualized E-learning materials in Oral Communication in Context which means that the developed E-learning materials could be of help once used in improving the performance of Grade 11 learners in Oral Communication in Context.

Table 11. Analysis of Variance of Respondents' Evaluations on the Developed Contextualized E-Learning Enhancement Materials in Oral Communication in Context as to Clarity

Source of Variation	SS	df	MS	Fcomputed	Fcritical Value	Decision	Interpretation
Between Groups	0.04	2	0.02	0.08	3.11	Fail to Reject	Not Significant
Within Groups	20.28	82	0.25	0.08	3.11	H0	Not Significant

Table 11 shows the analysis of variance of respondents' evaluations on the developed contextualized e-learning materials in Oral Communication in Context as to Clarity.

Table 11 revealed that the computed F value of 0.08 is less than the critical F value of 3.11. So, the statistical decision is not to reject the null hypothesis. At 5% level of significance, this concludes that there are no significant differences among the evaluations of the three

groups of respondents on the developed contextualized E-learning materials in Oral Communication in Context in terms of clarity.

This implies that the since the evaluators agreed on the clarity of the developed contextualized E-learning activities in Oral Communication in Context, it will help the learners grasp concept easier because the activities are presented in such a way that is easier to understand.

Table 12. Analysis of Variance of Respondents' Evaluations on the Developed Contextualized E-Learning Enhancement Materials in Oral Communication in Context as to Comprehensibility

Source of Variation	SS	df	MS	Fcomputed	Fcritical Value	Decision	Interpretation
Between Groups	0.01	2	0.01	0.02	3.11	Fail to Reject	Not Significant
Within Groups	22.05	82	0.27	0.08	3.11	H0	Not Significant

Table 12 depicts the variance analysis of respondents' evaluations of the developed contextualized e-learning materials in Oral Communication in Context in terms of comprehension.

As shown in Table 12, the calculated F value of 0.02 is less than the critical F value of 3.11. At a 5% level of significance, the researcher did not reject the null hypothesis. As a result, there

are no significant differences in comprehensibility between the three groups of respondents' evaluations of the developed contextualized E-learning materials in Oral Communication in Context.

This implies that three groups of respondents have similar opinions about the contextualized E-learning materials developed for Oral Communication in Context.

Table 13. Analysis of Variance of Respondents' Evaluations on the Developed Contextualized E-Learning Enhancement Materials in Oral Communication in Context as to Usefulness

Source of Variation	SS	df	MS	Fcomputed	Fcritical Value	Decision	Interpretation
Between Groups	0.04	2	0.02	0.20	3.11	Fail to Reject	Not Significant
Within Groups	7.75	82	0.27	0.09	3.11	H0	Not Significant

Table 13 shows that the computed F value of 0.20 is less than the critical F value of 3.11. At the 5% level of significance, this means that the null hypothesis cannot be rejected. As a result, there are no significant differences in usefulness between the three groups of respondents' evaluations of the developed

contextualized E-learning in Oral Communication in Context.

This implies that the three groups of respondents agree that the developed contextualized E-learning materials in Oral Communication in Context can be an effective tool in improving learners' performance in Oral Communication classes.

Table 14. Analysis of Variance of Respondents' Evaluations on the Developed Contextualized E-Learning Materials in Oral Communication in Context as to Technical Quality

Source of Variation	SS	df	MS	Fcomputed	Fcritical Value	Decision	Interpretation
Between Groups	0.12	2	0.06	0.19	3.11	Fail to Reject	Not Significant
Within Groups	26.84	82	0.33	0.19	3.11	H0	Not Significant

The analysis of variance of respondents' evaluations of the developed contextualized e-learning materials in Oral Communication in Context as to Technical Quality is shown in Table 14.

As shown in Table 14, the calculated F value of 0.19 is less than the critical F value of 3.11. As a result, statistically, the null hypothesis is not rejected among the evaluations of the three groups of respondents on the developed contextualized E-learning materials in Oral

Communication in Context in terms of technical quality.

This implies that the three groups of respondents have similar views that the developed contextualized E-learning materials in Oral Communication in Context can help in arousing and maintaining the interest of the learners because of the manner it was structures and presented. Thus, this means that it could help in improving the learners' performance in the subject matter.

Table 15. Summary of Analysis of Variance of Respondents' Evaluations on the Developed Contextualized E-Learning Materials in Oral Communication in Context for Grade 11

Criteria	Fcomputed Value	FCritical Value	Decision	Interpretation
a. Appropriateness	0.14	3.03	Fail to Reject the H0	Not Significant
b. Authenticity	0.24	3.03	Fail to Reject the H0	Not Significant
c. Clarity	0.08	3.03	Fail to Reject the H0	Not Significant
d. Comprehensibility	0.02	3.03	Fail to Reject the H0	Not Significant
e. Usefulness	0.20	3.03	Fail to Reject the H0	Not Significant
f. Technical Quality	0.19	3.03	Fail to Reject the H0	Not Significant

Note: $\alpha = 5\%$

df = 82

Table 15 shows the summary of the analysis of variance of respondents' evaluations on the developed contextualized e-learning materials in Oral Communication in Context.

Evidently, it is shown in Table 15 that the evaluations of the students, English teachers and English expert respondents on the developed contextualized e-learning enhancement activities in Oral Communication in Context for Grade 11 regarding appropriateness, authenticity, clarity, comprehensibility, usefulness and technical.

Comments and Suggestions of the Three Groups of Respondents to Improve the Developed Contextualized E-Learning Enhancement Materials in Oral Communication in Context

After the administration of the questionnaires, the respondents gave the following comments and suggestions: Comments: a. Activities and learning assessments are aligned with learning competencies, b. The activities are interesting and enjoyable, c. The material will help the students to improve learning, d. The activities used are comprehensive and real-life based for the betterment of students' learning, e. Activities and learning assessments

are aligned with learning competencies and f. The crafted

module is made up of competencies that will undoubtedly help learners with Oral Communication.

Suggestions:

- Improve some minimal errors committed like typographical and some sentence structures in the lessons,
- Consistency in font style and format is recommended,
- Add more pictures to level up the learners' interests,
- The instructional tasks are straightforward yet meaningful for the students.

They are connected to familiar issues and contexts where students can relate to quality do not indicate significant differences with the corresponding computed F values which are below the critical F value. This leads to the conclusion that the This concludes that the evaluations of respondents are similar.

This implies that indeed, the three groups of respondents share the same view that the developed contextualized E-learning materials in Oral Communication in Context could be

very beneficial in terms of improving skills and competencies of Grade 11 Senior high School Students in Oral Communication in Context.

Conclusion

Based on the findings, the following conclusions are drawn: 1. Contextualized E-learning Materials in Oral Communication in Context can be developed based on the least mastered skills of Grade 11 students. 2. The language experts, the language Teachers and students in grade 11 all agree that the developed Contextualized E-learning Materials in Oral Communication in Context are satisfactory.

Suggestions

1. The contextualized E-learning materials in Oral Communication that have been developed may be used to assess their effectiveness.
2. Other English teachers are encouraged to create E-learning materials for students in other grades.
3. Other researchers may conduct a similar study in private or public schools at different grade levels.

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